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ABSTRACT

This evaluation instrument, designed to be used in self evaluation or outside evaluation of intermediate or regional educational unit media services, is based on a philosophy of "best professional judgment" supported by collected evidence. Data collection techniques are flexible and results go through several independent judgments before the "Implications for Decision Makers" is completed. Separate sections of the instrument deal with Materials Lending Library Services, Professional Library Services, Curriculum Laboratory Services, Production Services, Consultative Services, and Delivery Services. A user survey is suggested to assist in evaluation of these services. In addition to the services directly related to users, the instrument provides for evaluation of administrative services and code compliance. Some collection techniques are suggested, but centers are encouraged to explore other techniques or to consider application of needs assessment-evaluation techniques already in use. The instrument is designed for internal evaluation followed by external evaluation. For the on-site visit, external evaluators are divided into three teams of one or more persons each; one team assumes an advocacy role, one an adversary role, and the third the role of overall evaluator. (Author/RAO)

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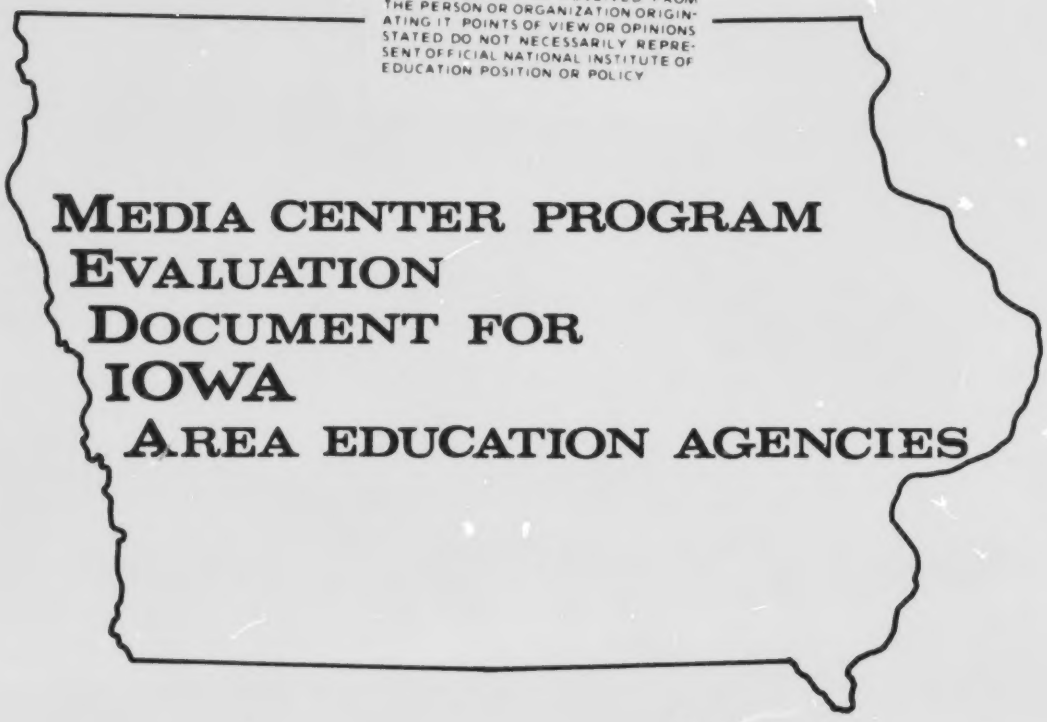
MEDIA CENTER PROGRAM EVALUATION DOCUMENT FOR IOWA AREA EDUCATION AGENCIES



Designed For
Use By Internal and External Evaluators

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PREFACE

By direction of the *Iowa Administrative Code*, Chapter 40.4(4) "Personnel of the media section of the department shall make at least one consultative visit to each AEAMC each fiscal year. More formal evaluations may be provided at the discretion of the department or on the request of the AEA." *MEDIA* (The Media Center Program Evaluation Document for Iowa Area Education Agencies) is an evaluation instrument designed to assist in formal evaluations of Iowa's Area Education Agency Media Centers (AEAMC) programs.

MEDIA was prepared by Dr. David Loertscher, Hi Willow Research and Publishing, Idaho Falls, Idaho; Dr. Blanche Woolls, associate professor, Graduate School of Library and Information Sciences, University of Pittsburgh; Paul Spurlock, chief, Educational Media Section, Iowa Department of Public Instruction; Russell Blumeyer and Dr. Betty Jo Buckingham, consultants, Educational Media Section, Iowa Department of Public Instruction.

Blanche Woolls, David Loertscher and Russell Blumeyer visited the media centers at AEA 6 in Marshalltown and Heartland AEA 11 in Ankeny to obtain background data for preparing the document. The assistance of Mary Travillian, AEAMC 6 director, Dr. Marvin Davis, Heartland AEAMC 11 director, and their staffs is gratefully acknowledged. Mary Travillian; Marvin Davis; Robert Dunlap, Arrowhead AEAMC 5 director; and Dr. Clifford Ehlinger, Grant Wood AEAMC 10 director, also gave valuable assistance by reviewing the first draft of the instrument.

The philosophy behind the document is "best professional judgment," substantiated by collected evidence. The techniques of evidence collection are flexible. The results go through several independent judgments before the final document is presented to decision makers. The document provides for internal or external evaluation.

The Iowa Department of Public Instruction plans to use this document to evaluate all AEAMC programs by June 30, 1981. AEAMC staffs will be asked to complete internal evaluations before the Department team visits.

The document may also be used for AEAMC initiated evaluations and may be of assistance to regional media centers in other states. Any part of this document may be copied for the use of educational institutions with acknowledgement of the authors and the Department.

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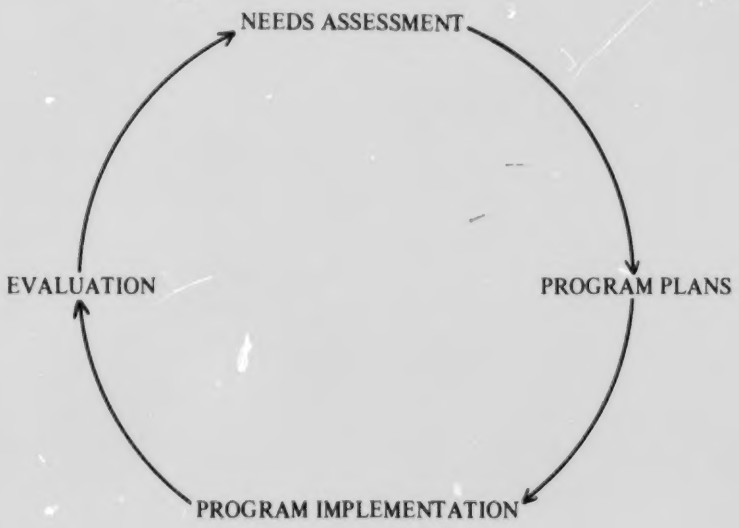
INTRODUCTION

This document has been designed to evaluate the services offered by the Iowa Area Education Agency Media Centers (AEAMC's). It has three main purposes:

(1) To ascertain the strengths and weaknesses of individual AEAMC programs.

(2) To serve as an internal AEAMC evaluation document in the cycle:



(3) To serve as a guide for the Iowa Department of Public Instruction in determining whether the *Code of Iowa* and the *Iowa Administrative Code* which govern the formation and continuation of the AEAMC's are being followed.

The nine major sections of the document, sections III through XI, are instruments for evaluating services as required in the *Code of Iowa*, Chapters 273 and 442, and the *Iowa Administrative Code*, Chapter 40. The other sections provide directions or information collection techniques in support of these evaluative instruments. The evaluation instruments are:

Materials Lending Library Services . . . . . Section III

Professional Library Services . . . . . Section IV

Curriculum Laboratory Services . . . . . Section V

Production Services . . . . . Section VI

Delivery Services . . . . . Section VII

Consultative Services . . . . . Section VIII

Administrative Services . . . . . Section IX

Code Compliance . . . . . Section X

User Survey . . . . . Section XI

The document has been separated into sections so that the Iowa Department of Public Instruction or AEAMC directors may choose the evaluation of as few or as many services as they wish within a given period of time.

Each section consists of three parts:

(1) Instructions

(2) Summary Sheet

(3) Rating Section

Each rating section contains references to various suggested techniques which might be used to substantiate the ratings given. If the AEAMC director or an evaluator has a better technique for collecting and reporting the data, the alternate technique should be employed.* Whatever technique is employed, the AEAMC director should be able to substantiate the ratings given in the section beyond a generalization or reaction drawn from experience. A summary of techniques employed and the summary of findings should be attached to the final evaluation report for each section.

*Many AEA's have research design professionals on their staffs. The Iowa Department of Public Instruction also has research design consultants. Indeed, many AEAMC directors have strong research backgrounds. Any of these persons could assist in developing more statistical analyses of the data collected, or in designing a research project which could test data for statistical significance.

INSTRUCTIONS TO EVALUATORS

Data collected are often under analyzed and under utilized. Presentations to decision makers may be hurried. The full impact of the data analysis which has taken months or an entire year to collect may be missed. To avoid this, each section of the evaluation should be examined by three individuals or teams. The first individual or team will be referred to as the evaluator. The second and third individuals or teams will be referred to as the advocate and the adversary, respectively. To provide objectivity, all three individuals or teams should be from outside the AEA. In a department evaluation this will be so.

The "advocate" will be searching for positive aspects of the evaluation, analyzing the data specifically looking for strengths. The "adversary" will be analyzing the negative aspects, looking specifically for areas of weakness and noncompliance. Both will make written suggestions for improvement.

Ideally, before writing the comments for the summary sheet(s) of each section, the adversary and advocate should share findings and views with the AEAMC director in a brief interview. The comment paragraphs can be written for each summary sheet. Section A of the final analysis of implications for decision makers will be written by the evaluator. Section B by the AEAMC director.

There are a variety of ways that this instrument might be used and evaluators employed. The evaluators might consist of AEAMC staff only, AEAMC users, Department personnel, AEAMC staff outside the AEAMC being evaluated, other outside evaluators, or a combination of two or more of these categories. If outside evaluator(s) are employed, the process might be:

(1) AEAMC director collects evidence required for each section and rates the section.

(2) The outside evaluator looks at the evidence collected and makes independent ratings.

(3) Adversary and advocate look at the ratings of both the AEAMC director, the outside evaluator and their own assessments and then make their judgments.

(4) The AEAMC director studies the work of all other evaluators and then writes "Part B" of the "Implications for Decision Makers" section.

Other configurations of ratings/judgments should provide for cross checks and independent analysis. Multiple ratings could be averaged for plotting or ranges shown on summary sheets.

Questionnaires are often used to ascertain if users know about services and are taking advantage of them. Evaluators are urged to use random sampling in selecting users to survey unless the potential user group numbers under 50, in which case all users should be queried. There are numerous publications available to aid in drawing the sample properly. If properly chosen, a sample group can reliably show how the total population would have responded.

Since rating scales are often used, a list of possible scales are given here for the benefit of the user(s) of the document. Rating scales may be used to judge value, worth, satisfaction, consensus, quality, differences, etc. Rating scales are used in questionnaire constructions, checklist interview forms, observational checklists, etc. Some that may be helpful are:

SCALES

Frequency				
Yes	Sometimes yes	Sometimes no	No	
Regularly	Occasionally	Rarely	Never	
Daily	Weekly	Monthly	Yearly	
Always	Frequently	Occasionally	Seldom	Never
Not operational	Partially operational	Fully operational		
Very extensively	Considerable	Some	Very little	Not at all
Observed	Not observed			

Value or Approval

Superior	Above average	Average	Below Average	Poor--missing
Very important	Somewhat important	Of little importance	Of no importance	
Entirely satisfactory		Usually satisfactory	Unsatisfactory/ needs improvement	
Much improvement needed			Little improvement needed	

Degree of acceptance:

Unacceptable	Questionable	Accept with reservations	Accept in general	Endorse completely

Degree of implementation:

Not implemented	Weakly implemented	Average implementation	Strongly implemented	Fully implemented
Adequate	Inadequate			
Excellent	Good	Average	Fair	Poor
Super cool	Cool	So-so	Gross	Super gross

Like ___:___:___:___:___:Dislike (the sematic differential)*

Strongly agree	Agree	No opinion	Disagree	Strongly disagree

**Evaluation Techniques for School Library/Media Programs, A Work Shop Outline.* By Blanche Woolls, David Loertscher, and Donald Shirey. Graduate School of Library and Information Sciences, University of Pittsburgh, 1977.

MYTHICAL EIGHT AND THE LEADERSHIP ROLE

Iowa AEAMC's are numbered one through sixteen, but there is no AEAMC Eight. Because each AEAMC has a very individualistic program within the guidance of the *Code of Iowa*, specific AEAMC programs are neither compared, nor should they compete against each other in the evaluation. Rather, they are to be evaluated in relation to the program of Mythical AEAMC Eight.

Mythical Eight has a good solid program to meet the needs of its users. It complies with the *Code of Iowa* and the *Iowa Administrative Code* both to the "letter of the law" and the "spirit of the law."

There are some characteristics of Mythical Eight and its consultation service which are only touched upon in the Codes. In the role of staff development and media center services improvement in each local attendance center, the Mythical Eight AEAMC director and the media specialist(s) have evaluated the skills of teachers in using media and have a knowledge of the quantity and quality of media available in each attendance center. Through well planned workshops suggested by the AEAMC Advisory Committee, teachers' skills in using media have improved and media usage has increased both from the local media center collection and the AEAMC collections.

The entire AEAMC staff work closely in a collegial relationship with all local attendance center media specialists. Through their mutual interest in the development and expansion of local attendance media centers, these collections have grown and services have improved. The mutual knowledge of collections has provided the AEAMC staff with expanded selection guidelines and the AEAMC program truly supplements rather than supplants the local efforts.

The Mythical Eight staff has been very effective in an awareness program. All teachers, administrators and media specialists know what services could and should be offered from a regional center. The requests and suggestions of these users to the AEAMC Advisory Committee, and an AEAMC necessity/efficiency analysis, have provided the guidance needed to choose which services should be offered by the AEAMC.

No longer does Mythical Eight spend time and effort establishing, promoting and evaluating services which were questionable in the first place. No longer do AEAMC staff defend any service whose existence cannot be objectively evaluated. Mythical Eight has an outside evaluator or outside evaluating team visit as many local attendance centers as possible and gather some of the following information which is analyzed by AEAMC staff. Recommendations for alteration of service with alternatives are then presented to the AEAMC Advisory Committee for their recommendations.

Service being evaluated: _____

(1) Rationale for providing service.

(2) Date the service was last assessed as a "need" and degree of need at that time.

(3) Who receives the service: i.e. percentage in each building who use it?

(4) Why do they use it?

(5) Is service so narrow it should be requested from state or national area?

(6) Is service so basic that its development should be encouraged at the local district or attendance area?

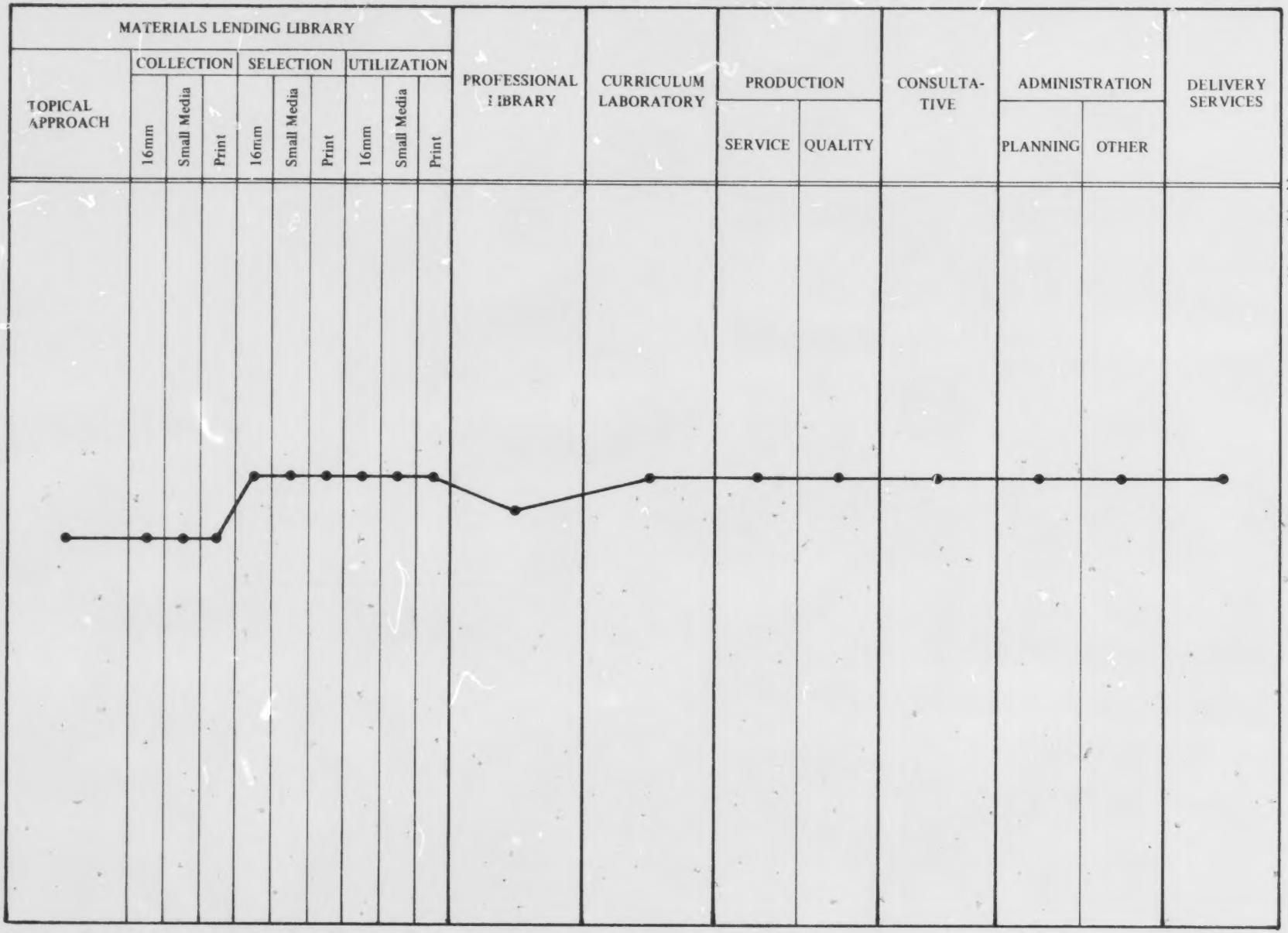
(7) What would happen if service were discontinued?

(8) What viable alternatives exist for providing this service?

Users of the evaluation document will complete each rating scale under each section. Most of the rating scales consist of five points with the "standard" Mythical Eight rating being three. In such instances a rating below three indicates that an AEAMC program in that particular area does not achieve the Mythical Eight standard. A rating above three indicates a degree of leadership. The rating of four shows leadership and a rating of five indicates a "zenith" position warranting local, state and even national attention - the epitome of a quality program.

After the evaluation for each appropriate section has taken place, the AEAMC director should graph the points for each section on the Mythical Eight program profile. (See program profile on the next page.) The horizontal line across the middle of the graph shows the level of attainment of Mythical Eight. The individual AEAMC bar line meets, or is above or below for visual comparison. Neither the code compliance section nor the user survey section are to be plotted on the program profile.

MYTHICAL EIGHT - AEAMC PROGRAM PROFILE



Directions: Plot the total score for each section evaluated on the above program profile. Those sections not evaluated are left blank.

II-3

MATERIALS LENDING LIBRARY SERVICES EVALUATION

Instructions:

The Materials Lending Library Services Evaluation involves four separate rating sections. The four sections are - Topical Approach, Collection, Selection/Acquisition and Utilization. The Topical Approach section is completed once. If the decision is made to evaluate the 16mm film services, small media services, and the print material services, it will be necessary to complete a separate rating section for Collection, Selection/Acquisition, and Utilization for each medium or category. This will require duplication of rating sections.

On the Rating Section for each of the following - Collection, Selection/Acquisition, and Utilization-- place a check in the appropriate box in the upper right corner to identify the correct medium being evaluated.

Transfer the individual scores on each of the four rating sections to the summary sheet for each of the separate sections. Plot the total scores on the summary sheet for each of the separate sections on the MYTHICAL EIGHT - AEAMC PROGRAM PROFILE. (See page II-3).

If more space is needed for "Comments" or "Implications for Decision Makers," additional pages may be used.

MATERIALS LENDING LIBRARY SERVICES EVALUATION - SUMMARY SHEET

Topical Approach

Mythical Eight Standard: 2-3 points per item/13 points

Standard of Materials Lending Library--Topical Approach	Possible Score	Your Score
I. Collection Evaluation	4	
II. Diversity/Duplication	4	
III. Accuracy	4	
IV. Balance	4	
V. Repair/Replacement	4	
VI. Supplant/Supplement	5	
TOTAL	25	

Advocacy Comments (with suggestions for improvement):

Adversary Comments (with suggestions for improvement):

Implications for Decision Makers:

A. To be completed by evaluator

B. To be completed by AEAMC director

MATERIALS LENDING LIBRARY SERVICES EVALUATION - SUMMARY SHEET

Collection

Mythical Fight Standard: 2-3 points per item/13 points per section

Standard of Materials Lending Library--Collection	Possible Score	Your Score
16mm Films		
I. Relevancy	4	
II. Diversity/Duplication	4	
III. Accuracy	4	
IV. Balance/Level	4	
V. Repair/Replacement	4	
VI. Supplant/Supplement	5	
TOTAL	25	
Small Media		
I. Relevancy	4	
II. Diversity/Duplication	4	
III. Accuracy	4	
IV. Balance/Level	4	
V. Repair/Replacement	4	
VI. Supplant/Supplement	5	
TOTAL	25	
Print		
I. Relevancy	4	
II. Diversity/Duplication	4	
III. Accuracy	4	
IV. Balance/Level	4	
V. Repair/Replacement	4	
VI. Supplant/Supplement	5	
TOTAL	25	

Advocacy Comments (with suggestions for improvement):

Adversary Comments (with suggestions for improvement):

Implications for Decision Makers:

A. To be completed by evaluator

B. To be completed by AEAMC director

MATERIALS LENDING LIBRARY SERVICES EVALUATION - SUMMARY SHEET

Selection/Acquisition

Mythical Eight Standard: 3 points per item/15 points per section

Standard of Materials Lending Library--Selection/Acquisition Approach	Possible Score	Your Score
16mm Films		
I. Who selects the collection	5	
II. How the collection is selected	5	
III. For whom the collection is selected	5	
IV. Weeding	5	
V. Cooperative purchase	5	
TOTAL	25	

Small Media		
I. Who selects the collection	5	
II. How the collection is selected	5	
III. For whom the collection is selected	5	
IV. Weeding	5	
V. Cooperative Purchase	5	
TOTAL	25	

Print		
I. Who selects the collection	5	
II. How the collection is selected	5	
III. For whom the collection is selected	5	
IV. Weeding	5	
V. Cooperative purchase	5	
TOTAL	25	

Advocacy Comments (with suggestions for improvement):

Adversary Comments (with suggestions for improvement):

Implications for Decision Makers:

A. To be completed by evaluator

B. To be completed by AEAMC director

MATERIALS LENDING LIBRARY SERVICES EVALUATION -- SUMMARY SHEET

Utilization

Mythical Eight Standard: 3 points per item/15 points per section

Standard of Materials Lending Library--Utilization	Possible Score	Your Score
16mm Films		
I. Who uses the collection	5	
II. How often	5	
III. Why used	5	
IV. Proper utilization	5	
V. Educational impact	5	
TOTAL	25	

Small Media		
I. Who uses the collection	5	
II. How often	5	
III. Why used	5	
IV. Proper utilization	5	
V. Educational impact	5	
TOTAL	25	

Print		
I. Who uses the collection	5	
II. How often	5	
III. Why used	5	
IV. Proper utilization	5	
V. Educational impact	5	
TOTAL	25	

Advocacy Comments (with suggestions for improvement):

Adversary Comments (with suggestions for improvement):

Implications for Decision Makers:

A. To be completed by evaluator

B. To be completed by AEAMC director

MATERIALS LENDING LIBRARY--TOPICAL APPROACH - RATING SECTION

Select four topical requests at random: two elementary school requests, one middle or junior high school request and one high school request. Pull from the collection all the materials the AEAMC could provide the user on the selected topic. If more than 100 items are available, pull a random sample. Have one knowledgeable evaluator or group of evaluators, evaluate the collection or materials pulled in the following areas:

I. Relevance/Recency (Consider production date, copyright date, photographs, etc.)

½. peripheral value	½. few recent titles
1. a few relevant materials	1. some recent titles
1½. quite a few relevant materials	1½. majority titles recent
2. an abundance of relevant materials	2. all materials current

Possible Score	Your Score
4	

II. Diversity/Duplication

½. all in one format	½. few titles
1. few formats	1. some titles
1½. some formats	1½. several titles
2. wide variety of formats	2. many titles

Possible Score	Your Score
4	

III. Accuracy (Take into account rating by subject specialist)

1. misleading
2. many inaccuracies
3. mostly accurate
4. accurate

Possible Score	Your Score
4	

IV. Balance/Level

1. narrow interest	1. narrow level of comprehension
2. wide interest	2. wide level of comprehension

Possible Score	Your Score
4	

V. Repair/Replacement

½. most materials in poor condition	½. and unattractive
1. some in acceptable condition	1. and attractive
1½. most in acceptable condition	1½. and attractive
2. materials in excellent condition	2. and attractive

Possible Score	Your Score
4	

VI. Supplant/Supplement

1. are available at local school
2. most should be available at local school
3. some available at local school/insufficient quantity
4. few available at local school/specialized, expensive
5. topics not covered at local school/specialized, expensive

Possible Score	Your Score
5	

MATERIALS LENDING LIBRARY--COLLECTION - RATING SECTION
(Evaluate - Suggested Technique 3)

Medium: ☐ 16mm film
☐ small media
☐ print

I. Relevancy/Recency

½. out of date
1. somewhat dated
1½. majority recent
2. current

½. inappropriate to support curriculum
1. some appropriate to support curriculum
1½. most appropriate to support curriculum
2. all appropriate to support curriculum

Possible Score	Your Score
4	

II. Diversity/Duplication

1. many duplicates/few subjects
2. few duplicates/few subjects
3. few duplicates/many subjects
4. duplicates approach demand/many specific subject headings

Possible Score	Your Score
4	

III. Accuracy

1. misleading
2. many inaccuracies
3. mostly accurate
4. accurate

Possible Score	Your Score
4	

IV. Balance/Level

1. narrow interest
2. wide interest

1. limited audience
2. wide audience

Possible Score	Your Score
4	

V. Repair/Replacement

1. poor condition
2. some acceptable condition
3. most acceptable
4. excellent condition

Possible Score	Your Score
4	

VI. Supplant/Supplement*

1. available at school attendance center
2. most should be available at school attendance center
3. some available at school attendance center/insufficient quantity
4. few available at school attendance center (specialized/expensive)
5. unavailable (specialized/expensive)

Possible Score	Your Score
5	

*Evaluator might consult with local building media specialist to help evaluate this item

MATERIALS LENDING LIBRARY--SELECTION/ACQUISITION - RATING SECTION

Medium: ☐ 16mm film
☐ small media
☐ print

I. Who selects the collection (Evaluate - Suggested Technique 4)

1. AEAMC staff only
2. AEAMC staff with user participation
3. AEAMC staff and selection committee
4. AEAMC staff and selection committee with user participation
5. AEAMC staff and selection committee with extensive participation of users in nearly every school

Possible Score	Your Score
5	

II. How the collection is selected (Evaluate - Suggested Technique 1)

1. few reviewed, some selected from suppliers' catalogs
2. few evaluated or reviewed in review sources
3. few evaluated, some reviewed in review sources
4. some evaluated, some reviewed in review sources
5. most evaluated, others reviewed in review sources

Possible Score	Your Score
5	

III. For whom the collection is selected (Evaluate - Suggested Technique 1)

1. very few audiences/levels
2. some audiences/levels
3. variety of audiences/levels
4. extensive audiences/levels
5. all audiences/levels

Possible Score	Your Score
5	

IV. Weeding (Evaluate - Suggested Technique 1)

1. never weeded
2. rarely weeded
3. occasionally weeded
4. yearly/semi-yearly
5. constant weeding

Possible Score	Your Score
5	

V. Cooperative purchase of media, equipment and supplies (Evaluate - Suggest Technique 1)

1. no cooperative purchasing
2. one item purchased cooperatively
3. cooperative purchase of a few items/some savings
4. cooperative purchase of many items/some savings
5. AEA and school districts purchase many items/tremendous savings

Possible Score	Your Score
5	

MATERIALS LENDING LIBRARY--UTILIZATION - RATING SECTION

Medium: ☐ 16mm film
☐ small media
☐ print

I. Who uses the collection (Evaluate - Suggested Techniques, 1, 5, 8)

1. 0-20% of potential users
2. 21-40% of potential users
3. 41-60% of potential users
4. 61-80% of potential users
5. over 80% of potential users

Possible Score	Your Score
5	

II. How often (Evaluate - Suggested Techniques 1, 5, 8)

	Uses per user per year		
	16mm	Small Media	Print
1.	fewer than 4	fewer than 1	fewer than 6
2.	4-7	1-2	7-13
3.	8-11	3-4	14-20
4.	12-15	4-5	21-27
5.	over 15	over 5	over 27

Possible Score	Your Score
5	

III. Why used* (Evaluate - Suggested Techniques 2, 4, 10)

1. entertainment
2. supplementary use
3. supports curriculum
4. extends learning
5. integral part of learning process

Possible Score	Your Score
5	

IV. Proper utilization* (Evaluate - Suggested Techniques 2, 4, 10)

1. poor techniques employed
2. below average techniques employed
3. average techniques employed
4. above average techniques employed
5. exemplary utilization techniques employed

Possible Score	Your Score
5	

V. Educational impact of AEAMC materials used in instruction (Evaluate - Suggested Techniques 2, 10, testing)

1. no evaluation of AEAMC materials' contribution to learning
2. some evaluation of AEAMC materials' contribution to learning
3. regular evaluation of one type
4. regular evaluation of some types
5. evaluation reflects unique characteristics of all AEAMC media used in learning

Possible Score	Your Score
5	

*These two items may be difficult to evaluate through on-site visits, however, some analysis should be attempted to determine the need for utilization workshops.

PROFESSIONAL LIBRARY SERVICES EVALUATION

Instructions:

Complete the one page Professional Library Rating Section and record the score for each of the six program characteristics on the space provided.

Transfer the scores from the Rating Section to the Professional Library Services Evaluation - Summary Sheet. Plot the total score on the Mythical Eight - AEAMC Program Profile. (See page II-3).

If more space is needed for "Comments" or "Implications for Decision Makers," additional pages may be used.

PROFESSIONAL LIBRARY SERVICES EVALUATION - SUMMARY SHEET

Mythical Eight Standard: 2-3 points per item/14 points

Standard of Professional Library	Possible Score	Your Score
I. Relevency/Recency	4	
II. Diversity/Duplication	4	
III. Who Selects	5	
IV. Balance	5	
V. Who Uses	4	
VI. Why Used	3	
TOTAL	25	

Advocacy Comments (with suggestions for improvement)

Adversary Comments (with suggestions for improvement)

Implications for decision makers

A. To be completed by evaluator

B. To be completed by AEAMC director

PROFESSIONAL LIBRARY - RATING SECTION

I. Relevancy/Recency (Evaluate - suggested technique 3)

½. out of date	½. inappropriate to support professional needs
1. somewhat dated	1. some appropriate to support professional needs
1½. majority recent	1½. most appropriate to support professional needs
2. current	2. all appropriate to support professional needs

Possible Score	Your Score
4	

II. Diversity/Duplication (Evaluate - suggested technique 3)

1. many duplicates/few subjects
2. few duplicates/few subjects
3. few duplicates/many subjects
4. duplicates approach demand/many specific subject headings

Possible Score	Your Score
4	

III. Who Selects (Evaluate - suggested technique 1)

1. AEAMC staff only
2. AEAMC staff with user participation
3. AEAMC staff and selection committee
4. AEAMC staff and selection committee with user participation
5. AEAMC staff and selection committee with extensive participation of users in nearly every school

Possible Score	Your Score
5	

IV. Balance (Evaluate - suggested technique 3)

1. poor topical coverage
2. fair topical coverage
3. average topical coverage
4. good topical coverage
5. superior topical coverage

Possible Score	Your Score
5	

V. Who Uses (Evaluate - suggested technique 1)

1. AEAMC staff only
2. AEAMC staff and AEA administrators, staff in AEA's
3. AEA staff and district staff in close proximity
4. most staff in most buildings

Possible Score	Your Score
4	

VI. Why Used (Evaluate - suggested technique 4)

1. enrolled in higher education or other learning experiences
2. requested automatic routing of given topics
3. to research educational problems and to update skills

Possible Score	Your Score
3	

INFORMS:
Relevance Test: See Technique 11
Recall Test: See Technique 13

CNIR:
Relevance Test: See Technique 11
Recall Test: See Technique 13

CURRICULUM LABORATORY SERVICES EVALUATION

Instructions:

Complete the one page Curriculum Laboratory Services Rating Section and record the score for each of the five program characteristics in the space provided.

Transfer the scores from the Rating Section to the Curriculum Laboratory Services - Summary Sheet. Plot the total score on the Mythical Eight - AEAMC Program Profile. (See page II-3).

If more space is needed for "Comments" or "Implications for Decision Makers," additional pages may be used.

CURRICULUM LABORATORY SERVICES EVALUATION - SUMMARY SHEET

Mythical Eight Standard: 3 points per item/15 points -

Standard of Curriculum Laboratories	Possible Score	Your Score
I. Recency	5	
II. Diversity	5	
III. Who Selects	5	
IV. Utilization	5	
V. Why Used	5	
TOTAL	25	

Advocacy Comments (with suggestions for improvement):

Adversary Comments (with suggestions for improvement):

Implications for decision makers:

A. To be completed by evaluator

B. To be completed by AEAMC director

CURRICULUM LABORATORY - RATING SECTION

(Evaluate - Suggested Technique 3)

I. Recency

1. out of date
2. somewhat dated
3. one half dated - one half recent
4. majority recent
5. current collection

Possible Score	Your Score
5	

II. Diversity

1. covers very few subjects
2. covers one subject area very well
3. covers several topics with minimal coverage
4. covers several subjects with adequate coverage
5. covers a wide variety of subjects with many examples

Possible Score	Your Score
5	

III. Who Selects

1. AEAMC staff only
2. AEAMC staff with user participation
3. AEAMC staff and selection committee
4. AEAMC staff and selection committee with user participation
5. AEAMC staff and selection committee with extensive participation of users in nearly every school

Possible Score	Your Score
5	

IV. Utilization

1. never used
2. rarely used
3. occasionally used
4. regularly used by some users
5. heavily used by many users

Possible Score	Your Score
5	

V. Why Used

1. continued use as a circulating library
2. simple preview
3. occasional use
4. field test building level material
5. encourage attendance areas to purchase validated media

Possible Score	Your Score
5	

PRODUCTION SERVICES EVALUATION

Instructions:

There are two separate rating sections to be completed in the evaluation of the AEAMC Production Services. The first rating section relates to the services provided. The second section relates to the quality of the services.

Complete each rating section and record scores in the space provided on each page.

Transfer the individual scores from the rating sections to the Production Service Evaluation - Summary Sheet. Plot the total score for each of the two rating sections on the Mythical Eight - AEAMC Program Profile. (See page II-3).

If more space is needed for "Comments" or "Implications for Decision Makers," additional pages may be used.

PRODUCTION SERVICES EVALUATION - SUMMARY SHEET

Mythical Eight Standard: 3 points per item/15 points per section

Standard of Production Service Section	Possible Score	Your Score
SERVICES I. AEAMC production staff personnel produce materials for school districts in a wide area	5	
II. AEAMC production staff produces for a variety of clients	5	
III. AEAMC production staff consults on production which involves a wide variety of processes	5	
IV. Each AEAMC production staff shall include a specialist and staff capable of producing a wide variety of processes	5	
V. Contracted services	5	
TOTAL	25	

Standard of Quality of Product Section	Possible Score	Your Score
QUALITY I. Number of formats produced	5	
II. Production is of high technical quality	5	
III. Sophistication of production	5	
IV. Materials produced contribute to the Instructional Process	5	
V. Turn around time	5	
TOTAL	25	

Advocacy Comments (with suggestions for improvement):

Adversary Comments (with suggestions for improvement):

Implications for decision makers

A. To be completed by evaluator

B. To be completed by AEAMC director

PRODUCTION SERVICES - RATING SECTION

Attach a list of all school districts in the AEA. Subdivide into elementary and secondary categories. List the number of items produced for each level within each school district for the period under consideration. (One item is a filmstrip, a videotape, slide set, etc. that covers one topic or perhaps a single order for an item to be produced such as play posters, etc.)

I. AEAMC staff produce materials for school districts in a wide area. (Evaluate - Suggested Technique 5)

1. no discernable pattern
2. produces only for schools near AEAMC
3. produces for a wide area
4. produces material for each school district
5. produces materials for each level within each school district

Possible Score	Your Score
5	

II. Production is done for the following: (Suggested Technique 1) Number of items/orders produced in the period under consideration

_____school district media coordinators
_____school district administration
_____school district specialists
_____school building level administrators
_____school building media staff
_____pre-k teachers
_____k-6 teachers
_____7-9 teachers
_____10-12 teachers
_____students
_____parents
_____community groups
_____other divisions within AEA
_____other AEA's
_____other agencies

Evaluator analyzes the above and rates as follows: (Evaluate - Suggested Technique 5)

Produces for a variety of clients (incidental use should not be counted as a client)

1. 1-2 of above groups
2. 3-5 of above groups
3. 6 of above groups
4. 7-10 of above groups
5. 11 or more of above groups

Possible Score	Your Score
5	

III. Number of production consultative sessions by topic (includes all inservice activities)

_____ printing
_____ dry mounting
_____ laminating
_____ photography
_____ sign production
_____ audio duplication
_____ video duplication
_____ transparency production
_____ enlarging or reducing
_____ microfilming
_____ motion picture production
_____ graphics
_____ maintenance of hardware

Evaluator analyzes above and evaluates as follows:

Consults on production which involves a wide variety of processes

1. 1-2 of above processes
2. 3-4 of above processes
3. 5-6 of above processes
4. 7-8 of above processes
5. 9 or more processes

Possible Score	Your Score
5	

IV. Staff skills
List all staff members, giving level and variety of skills

NAME	LEVEL & VARIETY OF SKILLS

Each AEAMC production staff shall include a specialist and staff who have knowledge of and ability in a wide variety of processes. Staff members might wish to collect a portfolio of examples for evaluation purposes.

1. staff has very few skills in most areas of production offered by the AEAMC
2. staff has some skills in some areas of production offered by the AEAMC
3. staff has many skills in some areas of production offered by the AEAMC
4. staff has many skills in most areas of production offered by the AEAMC
5. staff has many skills in all areas of production offered by the AEAMC

Possible Score	Your Score
5	

V. Contracted Services

Contracted services are offered for:

_____production. List areas, e.g., film production
_____maintenance of equipment
_____other, please specify

Possible Score	Your Score
5	

Products of contracted services can be evaluated as (Evaluate - Suggested Techniques 2, 3, 4, 9)

1. poor
2. fair
3. average
4. good
5. excellent

QUALITY OF PRODUCTS - RATING SECTION

I. Products are produced in a variety of formats

Number of production items by format (Evaluate - Suggested Technique 1)

_____ printing
_____ dry mounting
_____ laminating
_____ photography
_____ sign production
_____ audio duplication
_____ video duplication
_____ transparency production
_____ enlarging and reducing
_____ microfilming
_____ motion picture production
_____ graphics

Evaluator analyzes above production formats and evaluates as follows:
(1 format = at least 10 items)

1. 1-2 formats
2. 3-4 formats
3. 5-6 formats
4. 7-8 formats
5. 9 or more formats

Possible Score	Your Score
5	

II. Production is of high technical quality (Evaluate - Suggested Techniques 2, 3)

1. never
2. seldom
3. occasionally
4. frequently
5. always

Possible Score	Your Score
5	

III. Sophistication of production (Evaluate - Suggested Techniques 2, 3)

1. low (quick and dirty)
2. fair
3. average
4. above average
5. high (elaborate process)

Possible Score	Your Score
5	

IV. Materials being produced contribute to the instructional process
(Evaluate - Suggested Techniques 2, 3, 4, 9)

1. never
2. seldom
3. occasionally
4. frequently
5. always

Possible Score	Your Score
5	

V. Average turn around time (Evaluate - Suggested Techniques 1, 2, 5)

1. very slow (more than 6 weeks)
2. slow (6 weeks)
3. medium (4 weeks)
4. moderate (2 weeks - considering process capability)
5. fast (less than one week)

Possible Score	Your Score
5	

DELIVERY SERVICES EVALUATION

Instructions:

Complete the Delivery Services Rating Section and record each score in the space provided. Transfer the Rating Section scores to the Delivery Services Evaluation-Summary Sheet. Plot the total score on the AEAMC Program Profile. (See page II-3).

The two items - Delivery Costs chart and the Delivery Inflation/Deflation Index are not scored or plotted.

If more space is needed for "Comments" or "Implications for Decision Makers," additional pages may be used.

DELIVERY SERVICES EVALUATION - SUMMARY SHEET

Mythical Eight Standard: 3 points per item/15 points

Standard for Delivery	Possible Score	Your Score
I. Delivery service is provided	5	
II. Delivery service is viewed as adequate	5	
III. Items ordered are received and returned on schedule	5	
IV. Contracted delivery service is adequate	5	
V. Delivery equipment is properly maintained	5	
TOTAL	25	

Advocacy Comments (with suggestions for improvement):

Adversary Comments (with suggestions for improvement):

Implications for decision makers:

A. To be completed by evaluator

B. To be completed by AEAMC director

DELIVERY - RATING SECTION

I. Delivery service is provided

1. one, or fewer times per week
2. more than one but fewer than two times per week
3. two times per week
4. more than two times per week but fewer than five times per week
5. five times per week

Possible Score	Your Score
5	

II. Delivery service is viewed as adequate (Evaluate - Suggested Technique 1)

1. complaints are made about delivery by most districts
2. complaints are made about delivery by many districts
3. complaints are made about delivery by some districts
4. complaints are made about delivery by few districts
5. complaints are made about delivery by almost no districts

Possible Score	Your Score
5	

III. Items ordered are received and returned on schedule (Evaluate - Suggested Techniques 1, 8, 5)

1. less than 96% of the time
2. 96% of the time
3. 97% of the time
4. 98% of the time
5. 99% of the time

Possible Score	Your Score
5	

IV. Contracted delivery service is adequate

1. materials are delivered to contracting agency for local delivery with no monitoring
2. quality of delivery by contracting agency is monitored rarely
3. quality of delivery by contracting agency is monitored occasionally
4. quality of delivery by contracting agency is monitored frequently
5. quality of delivery by contracting agency is monitored frequently/user opinion is surveyed

Possible Score	Your Score
5	

V. Delivery equipment is properly maintained

1. delivery vans frequently break down/no back up delivery services
2. delivery vans frequently break down/back up delivery services
3. delivery vans occasionally break down/no back up delivery services
4. delivery vans are serviced regularly/occasionally break down/back up delivery service
5. delivery vans are serviced frequently/seldom break down/back up delivery service

Possible Score	Your Score
5	

Use the AEAMC delivery costs for the past school year to complete the chart.

Number of Delivery Vehicles _____

Vehicles $ _____

Maintenance $ _____

Gas and Oil $ _____

Insurance $ _____

Drivers $ _____

Total $ _____

Total Items Circulated _____

Delivery Cost per Item Circulated $_____

Using these figures compute the AEAMC delivery inflation/deflation index based upon the year prior to this year. (Evaluate - Suggested Technique 7)

CONSULTATIVE SERVICES EVALUATION

Instructions:

There is one rating section to complete and score for the Consultative Service Evaluation.

Transfer the rating section scores to the Consultative Service Evaluation Summary Sheet. Plot the total score on the Mythical Eight-AEAMC Program Profile. (See page II-3).

If more space is needed for "Comments" or "Implications for Decision Makers," additional pages may be used.

CONSULTATIVE SERVICE EVALUATION - SUMMARY SHEET

Mythical Eight Standard: 3 points per item/15 points

Standard of Consultative Service Section	Possible Score	Your Score
I. AEAMC staff visits school districts in wide area	5	
II. AEAMC staff consults with a wide variety of clients	5	
III. AEAMC staff consults on a wide variety of topics	5	
IV. Consults frequently with clients	5	
V. Evaluates impact	5	
TOTAL	25	

Advocacy Comments (with suggestions for improvement)

Adversary Comments (with suggestions for improvement)

Implications for decision makers

A. To be completed by evaluator

B. To be completed by AEAMC director

CONSULTATIVE SERVICES - RATING SECTION

Five aspects of consultative visits are tested in the following section. Depending on the number of consultative activities in the individual AEAMC, categories 1-3 might be yearly figures or selected time period analyses as determined at the evaluation outset.

I. Attach a map showing school districts within the AEA and list the number of consultative visits to each district for the time period under consideration. (One consultation = at least 30 minutes with an individual or group.) Evaluator then analyzes map data and rates as follows:

AEAMC staff visits school districts in a wide area

1. seldom leaves AEAMC
2. visits near AEAMC
3. visits in a wide area
4. visits each school district
5. visits each school attendance center

Possible Score	Your Score
5	

II. Categorize the number of visits as follows:

_____school district media coordinators

_____school district administrators

_____school district specialists

_____school building administrators

_____school building media staff

_____pre-k teachers

_____k-6 teachers

_____7-9 teachers

_____10-12 teachers

_____students

_____parents

_____community groups

_____other divisions within AEA

_____other AEA's

_____other state or local agencies (public libraries, information centers, merged area schools, etc.)

_____ professional associations

Evaluator analyzes the above and rates as follows:

Consults with a wide variety of clients

1. 1-2 of above groups
2. 3-5 of above groups
3. 6 of above groups
4. 7-12 of above groups
5. 13 or more groups

Possible Score	Your Score
5	

III. Number of consultative sessions by topic

_____workshop planning

_____program planning

_____staff development

_____new facilities planning

_____facilities renovation

_____IV-B planning

_____IV-C planning

_____materials selection

_____materials acquisition

_____equipment selection

_____equipment acquisition

_____curriculum development

_____inspiration/assurance/support

_____public relations

_____workshops

_____talks

_____demonstrations

_____orientation

_____accreditation visits (NCA)

_____program evaluation (DPI team visits)

_____program evaluation (other)

_____other (specify)

Evaluator analyzes above and rates as follows:

Consults on a wide variety of topics

1. 1-4 topics
2. 5-8 topics
3. 9-12 topics
4. 13-16 topics
5. 17 or more topics

Possible Score	Your Score
5	

IV. Complete and attach a log listing all 30 minute or longer consultative sessions for the first two weeks in a selected month.

	DATE	SCHOOL	PERSON OR GROUP	TOPIC	TIME SPENT
1.					
2.					

Evaluator analyzes log and rates as follows:

Consults frequently with clients

1. 1 visit
2. 2-6 visits
3. 7 visits
4. 8-13 visits
5. 14 or more visits

Possible Score	Your Score
5	

V. Attach case description of 300 words or less for up to five consultative visits during first two weeks of selected month. (note: This month is the same month chosen for IV above.)

DATE	SCHOOL	PERSON OR GROUP	TOPIC	TIME SPENT

Description (300 words or less)

Follow up plans (300 words or less)

Follow up evaluation (three months after visit) 300 words or less summary

- ☐ telephone interview
- ☐ follow up visit (observation)
- ☐ questionnaire or test result

Evaluator analyzes, particularly the evaluation, to judge impact as follows:

Consultative activities have a discernable impact (Suggested Technique 5)

1. no discernable impact
2. little discernable impact
3. some discernable impact
4. considerable discernable impact
5. extensive discernable impact

Possible Score	Your Score
5	

ADMINISTRATIVE SERVICES EVALUATION

Instructions:

There are two rating sections to complete and score for the Administrative Services Evaluation.

Transfer the rating section scores to the Administrative Services Evaluation - Summary Sheet. Plot the total score for each of the rating sections on the Mythical Eight - AEAMC Program Profile. (See page II-3).

The two items - Five Year Period Projections and the Budget Information are not scored or recorded on the Administrative Services Evaluation - Summary Sheet.

If more space is needed for "Comments" or "Implications for Decision Makers," additional pages may be used.

ADMINISTRATIVE SERVICES EVALUATION - SUMMARY SHEET

Mythical Eight Standard: 3 points per item/15 points per section

Standard of Administrative Service Section - Planning	Possible Score	Your Score
PLANNING I. Planning process	5	
II. Planning process is a product of. . .	5	
III. Annual plans	5	
IV. Specific services	5	
V. Advisory committee	5	
TOTAL	25	

Standard of Administrative Services Section - Other Activities	Possible Score	Your Score
OTHER ACTIVITIES VI. Facilities	5	
VII. Public relations	5	
VIII. Annual report	5	
IX. Staff evaluation	5	
X. Staff development	5	
TOTAL	25	

Advocacy Comments (with suggestions for improvement):

Adversary Comments (with suggestions for improvement):

Implications for decision makers:

A. To be completed by evaluator

B. To be completed by AEAMC director

ADMINISTRATIVE - RATING SECTION

Planning

I. Planning Process (Evaluate - Suggested Techniques 9, 10)

1. conducts needs assessment
2. evaluates needs assessment and arrives at goals and objectives
3. goals and objectives become a plan for implementation
4. plan is implemented
5. plan is evaluated and needs assessment begins again

Possible Score	Your Score
5	

II. Planning Process is a Product of (Evaluate - Suggested Techniques 4, 9)

1. AEAMC director
2. AEAMC director and staff
3. AEAMC director, staff and advisory committee
4. AEAMC director, staff, and advisory committee with some involvement of users
5. AEAMC director, staff and advisory committee with significant involvement of users

Possible Score	Your Score
5	

III. Annual Program of Media Services Plans (Evaluate - Suggested Technique 10)

1. annual program plan is independent of needs assessment
2. annual program plan addresses only parts of needs assessment
3. annual program plan reflects several parts of needs assessment
4. annual program plan implements most of needs assessment
5. annual program plan is an integral part of planning process and is based on goals and objectives as determined from needs assessment

Possible Score	Your Score
5	

IV. Specific Services

Based upon the needs assessment and planned program, list in priority order from highest to lowest. all primary activities/services in the AEAMC. (general listing only, i.e. 16mm, delivery, etc.)

These priorities were set in consultation with (Evaluate - Suggested Techniques 9, 10)

1. AEAMC director alone
2. AEAMC director and staff
3. AEAMC director, staff and advisory committee
4. AEAMC director, staff and advisory committee with some involvement of users
5. AEAMC director, staff and advisory committee with significant involvement of users

Possible Score	Your Score
5	

V. Advisory Committee (Evaluate - Suggested Techniques 2, 9, 10)

1. advisory committee rubber stamps AEAMC director's program
2. minimal involvement - seldom involved in controversy
3. makes a few recommendations
4. recommends policy
5. has significant involvement throughout the year

Possible Score	Your Score
5	

Projections (not to be recorded on Summary Sheet)

List the eight highest priority activities/services of present program in the column below identified as "Service". Indicate prediction for each service for five years, and the year the plan will be implemented.

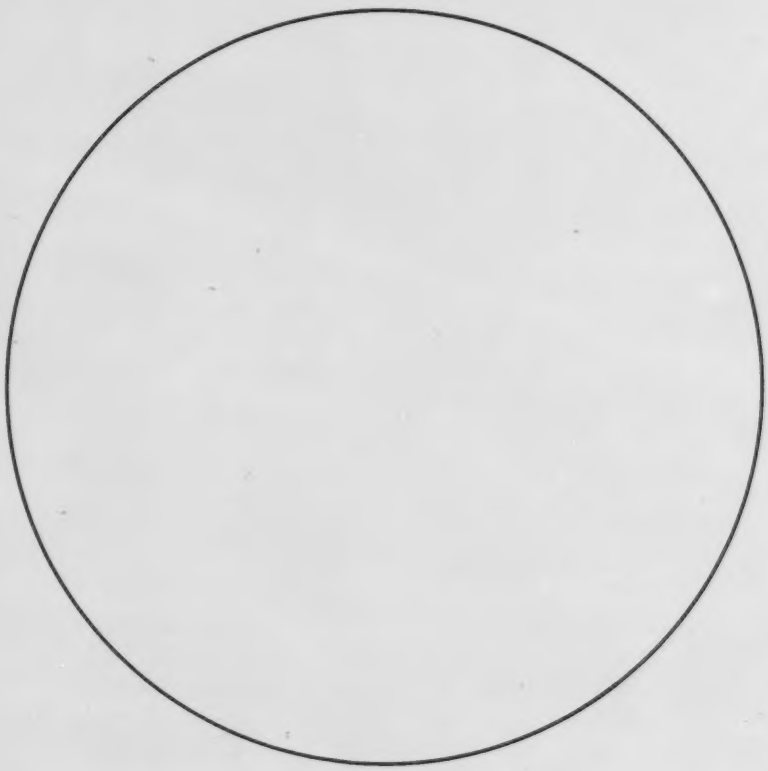
Service	FIVE YEAR PERIOD					Year to be Implemented
	Delete This Service	Decrease This Service	Combine With Another Offering	Maintain This Service at Present Level	Increase This Service	
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						

60

Budget (not to be recorded on Summary Sheet)

Prepare a pie chart using program expenditures for the appropriate year.

List budget categories



Compute an Inflation/Deflation Index to Retain Program at Present Level (Suggested Technique 7)

ADMINISTRATIVE - RATING SECTION

Other Activities

VI. Facilities (Evaluate - Suggested Technique 2)

1. facility is very crowded
2. all required areas are available/provided but may be crowded or scattered
3. space is appropriate for needs and somewhat functional
4. a variety of areas exist to meet space requirements in a functional pattern
5. space is available, very functional, flexible and facility is esthetically pleasing with provision for the handicapped

Possible Score	Your Score
5	

VII. Public Relations (Evaluate - Suggested Techniques 1, 6, 9, 12)

1. serves only walk-in or call-in patrons with little, if any, personal contact
2. sends out a newsletter
3. a variety of communications are sent to all school districts within the AEA
4. a variety of communications are sent to all attendance centers in the AEA
5. a significant ongoing public relations program of communications exists through personal visits, newsletters, telephone, etc. so that each user is reached at least once per year

Possible Score	Your Score
5	

VIII. Annual Report (Evaluate - Suggested Technique 3)

1. report is submitted late
2. report is on time but very brief and sketchy
3. report is on time and contains necessary information
4. report is on time and contains additional information to reveal program strengths
5. a creative annual report is submitted on time and uses the correct format with all required information

Possible Score	Your Score
5	

IX. Staff Evaluation (Evaluate - Suggested Techniques 4, 12)

1. staff is not given any formal evaluation
2. informal evaluation is usually a suggestion to change a performance which is incorrect
3. director meets with staff occasionally to discuss performance
4. formal evaluation of staff performance discussed once a year
5. staff and director develop a performance evaluation for a given period of time (minimum: annually)

Possible Score	Your Score
5	

X. Staff Development (Evaluate - Suggested Techniques 4, 12)

1. no staff development occurs
2. cursory staff development only
3. some staff development
4. staff development meets some needs
5. staff development meets individual staff member needs

Possible Score	Your Score
5	

CODE COMPLIANCE EVALUATION

Instructions:

The purpose of this evaluation section is to show the compliance or lack of compliance of AEAMC's with Chapter 40 of the *Iowa Administrative Code* (also published as *Rules for Area Education Agency Media Centers*). The evaluation section follows closely the order and contents of Chapter 40.

Column two is a quantitive statement in regard to Code compliance. Column one gives the alternatives to use in completing column two. A check mark indicates "yes", a blank indicates "no" in a required area. The words "yes" and "no" are used where options are involved. Where it seems important to the evaluator, a number or ratio is requested. Columns three and four relate to compliance based on the rating scale given at the top of the first page.

X = not applicable
1 = less than code
2 = meets code
3 = exceeds code
4 = exemplary.

The self study rating should be given in column three. Outside evaluator(s) would use column four. The comments column allows for explanation of ratings if needed by either the self study evaluator, outside evaluator or both.

If more space is needed for "Comments" or "Implications for Decision Makers," additional pages may be used.

CODE COMPLIANCE INTERPRETATION

Mythical Eight Standard: Compliance

Summary of compliance section (to be completed by evaluator, advocate, or adversary.)

Implication for decision makers

A. To be completed by evaluator, advocate, or adversary

B. To be completed by AEAMC director

IOWA ADMINISTRATIVE CODE COMPLIANCE - RATING SECTION

AREA EDUCATION AGENCIES
CHAPTER 40
AREA EDUCATION AGENCY MEDIA CENTERS

SELF AND OUTSIDE EVALUATORS RATING SCALE

X=not applicable
1=less than code
2=meets code
3=exceeds code
4=exemplary

	INSTRUCTIONS FOR "WHERE WE ARE"	WHERE WE ARE	SELF RATING	OUTSIDE RATING	COMMENTS
40.1(1) Scope					
Media services are provided to:					
1. all prekindergarten through secondary school students	pk-12				
2. all special education students	✓				
3. all teachers	✓				
40.1(2) General Principles					
Media services are provided to:					
4. all public schools	✓				
5. all approved nonpublic schools	✓				
6. supplement but not supplant local centers and services	✓				
7. encourage development of local centers and services	✓				
40.5(1) Materials Lending Library					
8. The AEAMC shall provide a materials lending library which may include, but not be limited to:	✓				
a. 8mm films	yes no				
b. 16mm films	yes no				
c. filmstrips	yes no				
d. slides	yes no				

	INSTRUCTIONS FOR "WHERE WE ARE"	WHERE WE ARE	SELF RATING	OUTSIDE RATING	COMMENTS
e. transparencies	yes no				
f. art and study prints	yes no				
g. models	yes no				
h. sculpture	yes no				
i. realia	yes no				
j. framed pictures	yes no				
k. multi-media kits	yes no				
l. audio recordings	yes no				
m. video recordings	yes no				
n. books	yes no				
o. periodicals	yes no				
p. pamphlets	yes no				
q. microforms	yes no				
r. programmed materials	yes no				
s. other, specify	yes no				

9. The AEAMC shall provide for repair and maintenance for:

a. AEAMC materials collections	✓				
b. AEAMC equipment	✓				

10. There shall be at least one catalog for this collection for each school media center or minimum of one per attendance center.

✓				

	INSTRUCTIONS FOR "WHERE WE ARE"	WHERE WE ARE	SELF RATING	OUTSIDE RATING	COMMENTS
11. Catalog shall be updated at least annually	/				
12. Catalog shall be totally revised at least once every three years	✓				
13. Catalog meets minimum DPI standards	✓				

40.5(2) Professional Library

14. The AEAMC shall provide a professional library which shall contain					
a. print materials	✓				
b. nonprint materials	✓				
15. Each AEAMC shall supplement its professional collections as needed by the use of state and regional information services	✓				
16. Each AEAMC may also cooperate or contract with other agencies for supplemental services	yes no				
17. Space shall be provided for educators to use these collections	✓				
18. Professional media assistance shall be available	✓				
19. The AEAMC shall provide one catalog for professional library for each local school media center or minimum of one per attendance center	✓				
20. Catalog shall be updated at least annually	✓				
21. Catalog shall be totally revised at least once every three years	✓				

	INSTRUCTIONS FOR "WHERE WE ARE"	WHERE WE ARE	SELF RATING	OUTSIDE RATING	COMMENTS

40.5(3) Curriculun. Laboratory

22. The AEAMC shall supply a curriculum laboratory which shall provide:					
a. a functional collection of curriculum materials	✓				
b. display of curriculum materials	✓				
23. The AEAMC may circulate curriculum materials	yes no				
24. Space shall be provided for educators to work with these materials	✓				
25. Professional assistance shall be available	✓				
26. Current lists of materials available for use shall be maintained	✓				

40.5(4) Production Services

27. The AEAMC shall provide in-house production services at cost of materials, including but not limited to:					
a. dry mounting	✓				
b. laminating	✓				
c. slide photography	✓				
d. thermal transparency production	✓				
e. diazo transparency production	✓				
f. audio tape duplication	✓				
g. enlarging or reducing teacher materials	✓				
h. offset print services	✓				
i. other, specify	yes no				

	INSTRUCTIONS FOR "WHERE WE ARE"	WHERE WE ARE	SELF RATING	OUTSIDE RATING	COMMENTS
28. The AEAMC shall provide or contract to provide quality and quantity reproduction services on a non-profit basis, including but not limited to:					
a. microfilming services	✓				
b. photography services	✓				
c. motion picture production	✓				
d. video tape duplication	✓				
e. graphic services	✓				
f. print services	✓				
g. other, specify	yes no				
29. The AEAMC shall provide or arrange for the maintenance of media hardware	✓				
30. The AEAMC staff shall include a specialist who can supervise production facilities	1				

40.5(5) Staff Requirements

31. The AEAMC staff shall include two full time media specialists, one to serve as director	2			
32. Media specialists specializations shall be complementary	✓			
33. There shall be one additional media specialist or qualified media professional for each additional 30,000 pupils or major fraction thereof	1/30,000			

	INSTRUCTIONS FOR "WHERE WE ARE"	WHERE WE ARE	SELF RATING	OUTSIDE RATING	COMMENTS
34. Director shall have (to comply must be able to answer "yes" on a-b-c, or on d):					
a. master's degree with endorsement as director of library services or educational media specialist	yes no				
b. permanent professional teacher's certificate in Iowa	yes no				
c. minimum of three years experience in school media services	yes no				
d. approval because of prior employment	yes no				
35. Media specialist shall have (to comply must be able to answer "yes" on all of a-b-c, or on d):					
a. master's degree with endorsement as educational media specialist or director of library services	yes no				
b. permanent professional teacher's certificate in Iowa	yes no				
c. minimum of two years experience in school media services	yes no				
d. approval because of prior employment	yes no				
36. Qualified media professional shall have (to comply must be able to answer "yes" on both a and b or on c):					
a. master's degree with endorsement as educational media specialist or director of library services	yes no				
b. professional teacher's certificate in Iowa	yes no				
c. approval because of prior employment	yes no				

	INSTRUCTIONS FOR "WHERE WE ARE"	WHERE WE ARE	SELF RATING	OUTSIDE RATING	COMMENTS
37. Support staff may include:					
a. clerical personnel	yes no				
b. technicians	yes no				
c. aides	yes no				
d. delivery personnel	yes no				
e. custodial personnel	yes no				
f. other, specify	yes no				
38. Support staff members work under the direction of a professional staff member	✓				
39. Each AEA shall provide the professional staff needed for services not mandated but included in approved program	✓				
40. Primary responsibility of the director of AEAMC shall be the administration, supervision and operation of AEAMC	✓				
41. Director shall be directly responsible to the AEA administrator	✓				
40.5(6) Physical Facilities					
42. Physical facilities for AEAMC shall include:	✓				
a. materials lending library	✓				
b. professional library	✓				
c. curriculum laboratory	✓				
d. media production area with space for school personnel as well as staff to use some equipment	✓				
e. office areas for staff	✓				

	INSTRUCTIONS FOR "WHERE WE ARE"	WHERE WE ARE	SELF RATING	OUTSIDE RATING	COMMENTS
f. work areas for staff	✓				
g. preview areas	✓				
h. storage space	✓				
i. circulation area	✓				
j. distribution area	✓				
k. access to large meeting area	✓				
l. easy access to loading area	✓				
m. easy access to parking area	yes no				
n. other, specify	✓				
43. Any major change of facilities provide for physically handicapped persons	NA ✓				

40.5(7) Purchase Other Materials

44. The AEAMC shall purchase other materials and equipment necessary for continued development of:					
a. materials lending library	✓				
b. professional library	✓				
c. curriculum laboratory	✓				
d. production services	✓				
e. equipment for nonmandated programs in approved program	NA ✓				
f. materials for nonmandated program in approved program	NA ✓				

INSTRUCTIONS FOR "WHERE WE ARE"	WHERE WE ARE	SELF RATING	OUTSIDE RATING	COMMENTS

40.5(8) Media Services Program

45.	Following the Department format the AEAMC shall submit proposed media services program for the ensuing fiscal year including:				
	a. summary of analysis of needs of local school district media programs	✓			
	b. explanation of relation of proposed AEAMC program to those needs	✓			

40.5(9) Analysis of Needs and Summary Report

46.	The analysis of needs and summary report shall include but not be limited to:				
	a. identification of local materials available	✓			
	b. identification of materials needed from AEAMC	✓			
	c. identification of local equipment available	✓			
	d. identification of equipment services needed from AEAMC	✓			
	e. identification of local production services available	✓			
	f. identification of production services needed from AEAMC	✓			
	g. identification of local media staff available	✓			
	h. identification of inservice needed from AEAMC	✓			

	INSTRUCTIONS FOR "WHERE WE ARE"	WHERE WE ARE	SELF RATING	OUTSIDE RATING	COMMENTS

40.5(10) Advisory Committee

47.	The AEAMC shall establish an AEAMC advisory committee which shall:					
	a.	meet three times a year	✓				
	b.	include administrators	✓				
	c.	include classroom teachers	✓				
	d.	include curriculum specialists	✓				
	e.	include media specialists	✓				
	f.	include students	✓				
48.	Committee membership and tenure shall be included in AEAMC's program proposal		✓				

49.	Committee functions shall include but not be limited to:					
	a.	selection of a chairperson	✓				
	b.	selection of a secretary	✓				
	c.	evaluation of needs assessment	✓				
	d.	evaluation of relation of local needs to AEAMC materials and services	✓				
	e.	review of program	✓				
	f.	review of budget	✓				
	g.	recommendation of policy	✓				
	h.	recommendation of procedures	✓				
	i.	preview and recommend selection of materials	✓				

	INSTRUCTIONS FOR "WHERE WE ARE"	WHERE WE ARE	SELF RATING	OUTSIDE RATING	COMMENTS
j. preview and recommend selection of equipment	✓				
k. consideration of other areas of concern	✓				

40.5(11) Materials Selection Policy

50. The AEAMC shall select all materials purchased or received in accordance with an approved policy which shall consider:					
a. media needs of local school districts	✓				
b. cost effectiveness of circulation of specific titles or media from an AEAMC as opposed to local school media center	✓				
c. cost effectiveness of circulation of specific titles or media from an AEAMC as opposed to use of interlibrary loan or other cooperative activity	✓				
d. provision for reconsideration of challenged materials	✓				
e. provision for weeding or discarding materials	✓				

40.5(12) Contracts

51. The AEAMC shall submit all contractual arrangements for media services to Department for approval	✓				

	INSTRUCTIONS FOR "WHERE WE ARE"	WHERE WE ARE	SELF RATING	OUTSIDE RATING	COMMENTS

40.5(13) Coordination of Services

52. The AEAMC shall include in program plans a description of coordination of services with:

a. other divisions of the AEA	✓				
b. merged area school	✓				
c. local schools	✓				
d. colleges and universities	✓				
e. library, information and communication networks	✓				

53. The AEA shall participate in planning for state level cooperation:

a. with other AEAMC's	✓				
b. with other agencies	✓				

40.5(14) Delivery Services

54. The AEAMC shall provide delivery and return on twice-a-week basis during school year to each LEA attendance center

	✓				

40.5(15) Annual Report

55. Following Department format, the AEAMC shall submit an annual report of AEAMC services for previous fiscal year to the Department before August 15.

	✓				

40.5(16) Consultative Services

56. The primary function of AEAMC consultative services shall be to provide:

a. center-related consultation	✓				
b. center-related inservice training	✓				

	INSTRUCTIONS FOR "WHERE WE ARE"	WHERE WE ARE	SELF RATING	OUTSIDE RATING	COMMENTS

57. The AEAMC may provide related consultation and inservice training such as:

a. leadership and/or workshops on

1) planning and equipping centers	yes no				
2) evaluation and selection of materials	yes no				
3) evaluation and selection of equipment	yes no				
4) use of materials and equipment	yes no				

b. cooperation on preservice, extension and visitation activities with

1) area schools	yes no				
2) colleges and universities	yes no				
3) other, specify	yes no				

c. participation in planning, developing and implementing media activities with

1) professional education associations	yes no				
2) professional media associations	yes no				

USER SURVEY

Techniques and Representative Questions

Instructions:

It is very important that user surveys be a part of an overall evaluation of an AEAMC program.

The questions included here could be used as a minimum user survey instrument and/or as the beginning of a bank of user survey questions. These questions will make up the major part of the initial user survey instrument to be administered by the Department as part of its evaluation procedure.

Many AEAMC's have already developed user surveys as part of their own evaluation or needs assessment programs. Such instruments will, of course, continue to be used for such purposes. In fact, the existing AEAMC user surveys the questions included in this document, other questions developed in the Department or submitted by AEAMC personnel, or selected from other sources could be used to develop a bank of questions. This bank, which could be housed in the Department, could be made available to outside evaluators and AEAMC personnel. Not all questions in the bank should be used at one time. However, AEAMC directors might choose to ask identical questions on a needs assessment and an evaluation, particularly when some action or new service has been instituted as a result of the needs assessment. This will serve as a check of users' awareness of the change.

The Department normally will use this survey form or a set of questions drawn from a bank for part of the user survey. The user survey instrument chosen will be distributed by the Department to a random sample of users in the AEA to be evaluated at an appropriate interval before the on-site visit. The Department will receive, tabulate, and evaluate the responses in preparation for the on-site visit.

The different categories in the "User Survey, Techniques and Representative Questions," are presented in the format which would be used on an actual survey document. Most of the questions in the "General Information - Rating Section" could be used for local school media staff, teachers or administrators. Since a few questions are appropriate for only one or two of these categories, a code - M (Media Staff), T (Teachers) and A (Administrators) is given at the beginning of the question. The rater is also asked to indicate school position and level. Different rating systems are used: one seven, one five, and one four-point frequency scale, a check (X), and a series of short statements.

Most of the other rating sections - "Accessibility," "Awareness," "Utilization," "Acquisition," "Production," and "Miscellaneous" use a five point opinion scale from "strongly agree" to "strongly disagree." They also use the "M", "T", "A" code. The "strongly agree" - "strongly disagree" questions should include both positive and negative statements to add variety and serve as a check on the honesty of the rater (a questionnaire returned with all the same ratings marked could possibly be discarded).

In "User Survey - Specific Service - Rating Sheet" demonstrates a different technique, asking users to evaluate a specific service at the time it is used. For example, all INFORMS packets could contain an evaluative form testing for relevance and recall. In other cases, a random sample of users may be selected to receive evaluation forms. For example, every 20th film sent out might include an evaluation slip for the user to complete and return to the AEAMC or to the Department.

The evaluation of a specific service should contain very specific questions and should be very short. Questions for such surveys can be drawn almost directly from the other sections of this evaluation instrument. The questions for 16mm film evaluation demonstrate this technique.

USER SURVEY

GENERAL INFORMATION - RATING SECTION

Please check the appropriate entry in each column:

_____ Administrator	_____ District	_____ Multi school responsibility if applicable
_____ Teacher	_____ High school	
_____ Library media staff member	_____ Junior high school	
	_____ Elementary school	

M	T	A*	SCALE
Media Staff (building)	Teacher	Administrator	1-daily 2-weekly 3-monthly 4-once per semester 5-annually 6-never X-don't know about this service

1. How often do you use the following AEAMC collections and services?

_____ book collection

_____ film collection (16mm film)

_____ small media collection (kits, models, realia, filmstrips, loops, records, tapes, art and study prints, etc.)

_____ professional collection (books, periodicals, etc.)

_____ curriculum laboratory

_____ INFORMS

_____ CNIR

_____ audio production services (tape duplication, etc.)

_____ dry mounting and laminating

_____ enlarging and reducing

_____ graphics services (charts, signs, art work, etc.)

_____ microfilming

_____ photography services (slide and filmstrip production, etc.)

_____ printing services (offset)

_____ transparency production

_____ video services

_____ other production services (motion picture production, vacuforming, etc.)

_____ consultative services

_____ inservice workshops

_____ cooperative purchasing

_____ equipment repairs

*These symbols might not appear on the survey document.

SCALE 1-almost always
2-most of the time
3-some of the time
4-almost never; rarely
X-can't rate objectively

M T A 2. How often does each service meet your needs effectively when you submit a request?

_____ book collection
_____ film collection (16mm film)
_____ small media collection (kits, models, realia, filmstrips, loops, records, tapes, art and study prints, etc.)
_____ professional collection (books, periodicals, etc.)
_____ curriculum laboratory
_____ INFORMS
_____ CNIR
_____ audio production services (tape duplication, etc.)
_____ dry mounting and laminating
_____ enlarging and reducing
_____ graphics services (charts, signs, art work, etc.)
_____ microfilming
_____ photography services (slide and filmstrip production, etc.)
_____ printing services (offset)
_____ transparency production
_____ video services
_____ other production services (motion picture production, vacuforming, etc.)
_____ consultative services
_____ inservice workshops
_____ cooperative purchasing
_____ equipment repairs

M T A 3. Which of the listed services do you consider vital to your school/teacher? Please check (✓)

_____ book collection
_____ film collection (16mm film)
_____ small media collection (kits, models, realia, filmstrips, loops, records, tapes, art and study prints, etc.)
_____ professional collection (books, periodicals, etc.)
_____ curriculum laboratory
_____ INFORMS
_____ CNIR
_____ audiovisual production services (tape duplication, etc.)
_____ dry mounting and laminating
_____ enlarging and reducing
_____ graphics services (charts, signs, art work, etc.)
_____ microfilming
_____ photography services (slide and filmstrip production, etc.)
_____ printing services (offset)
_____ transparency production
_____ video services
_____ other production services (motion picture production, vacuforming, etc.)
_____ consultative services
_____ inservice workshops
_____ cooperative purchasing
_____ equipment repairs

M T A 4. If you had to eliminate several services from the AEAMC, which would you cut? Please check (✓)

_____ book collection
_____ film collection (16mm film)
_____ small media collection (kits, models, realia, filmstrips, loops, records, tapes, art and study prints, etc.)
_____ professional collection (books, periodicals, etc.)
_____ curriculum laboratory
_____ INFORMS
_____ CNIR
_____ audio production services (tape duplication, etc.)
_____ dry mounting and laminating
_____ enlarging and reducing
_____ graphics services (charts, signs, art work, etc.)
_____ microfilming
_____ photography services (slide and filmstrip production, etc.)
_____ printing services (offset)
_____ transparency production
_____ video services
_____ other production services (motion picture production, vacuforming, etc.)
_____ consultative services
_____ inservice workshops
_____ cooperative purchasing
_____ equipment repairs

M T A 5. Are there services that you would like to see the AEAMC offer? (Identify)

M T A 6. What would you like to see changed about any of the AEAMC services?

M T A 7. How have you been made aware of the services which the AEAMC offers?

USER SURVEY - ACCESSIBILITY - RATING SECTION

SCALE
1-strongly agree
2-agree
3-no opinion
4-disagree
5-strongly disagree

			1	2	3	4	5
M T A	1.	The AEAMC is open when I can visit it					
M T A	2.	Twice weekly delivery of materials from the AEAMC is adequate					
M T A	3.	It is easy to borrow materials from the AEAMC					
M T A	4.	Delivery and return of AEAMC materials meets schedules promptly					
M T A	5.	There is space at the AEAMC for me to use their collection/equipment					

USER SURVEY - AWARENESS - RATING SECTION

SCALE
1-strongly agree
2-agree
3-no opinion
4-disagree
5-strongly disagree

			1	2	3	4	5
M T A	1.	I have ready access to the AEAMC catalog of materials					
M T A	2.	I am aware of the services the AEAMC will provide to me					
M T A	3.	I read newsletters/bulletins from the AEAMC regularly					
M T A	4.	I understand ordering and loan procedures for AEAMC materials and equipment					
M T A	5.	Inservice sessions are provided which make me aware of AEAMC materials and services					
M T A	6.	I am made aware of new materials added to the AEAMC collections					
M T A	7.	I am made aware of new services offered by the AEAMC staff					

USER SURVEY - UTILIZATION - RATING SECTION

SCALE
1-strongly agree
2-agree
3-no opinion
4-disagree
5-strongly disagree

The AEAMC staff will help by:

			1	2	3	4	5
T	1.	Suggesting materials of appropriate level/interest					
M T	2.	Suggesting alternate titles when the ones I request are unavailable					
T	3.	Teaching me how to use materials/equipment to maximize learning					
M T	4.	Teaching me how to operate any of their equipment if needed					
A	5.	The AEAMC staff teaches users how to use their materials/equipment for maximum benefit					

USER SURVEY - ACQUISITION -
RATING SECTION

SCALE
1-strongly agree
2-agree
3-no opinion
4-disagree
5-strongly disagree

			1	2	3	4	5
M T A	1.	I have been given an opportunity to suggest titles for the AEAMC to purchase					
M T A	2.	I have been given the opportunity to evaluate (preview) items for AEAMC purchase consideration					
M T A	3.	The AEAMC will borrow materials not in their collection (loans from other areas, libraries, etc.) for me on request					

USER SURVEY - PRODUCTION - RATING SECTION

SCALE
1-strongly agree
2-agree
3-no opinion
4-disagree
5-strongly disagree

			1	2	3	4	5
M T A	1.	The printed materials produced at the AEAMC are of high technical quality					
M T A	2.	The photography materials produced at the AEAMC are of high technical quality					
M T A	3.	The graphic materials produced at the AEAMC are of high technical quality					
M T A	4.	The video materials produced at the AEAMC are of high technical quality					
M T A	5.	Materials produced for me at the AEAMC suit the purpose for which they were created					
M T A	6.	I can get materials produced in a reasonable amount of time from the AEAMC					
M T A	7.	I can get a wide variety of materials produced for me at the AEAMC (printing, photography, graphics, video)					
M T A	8.	I can produce my own materials at the AEAMC					

USER SURVEY - MISCELLANEOUS - RATING SECTION

SCALE
1-strongly agree
2-agree
3-no opinion
4-disagree
5-strongly disagree

			1	2	3	4	5
M T A	1.	The AEAMC is too expensive for Iowa					
M T A	2.	I think the AEAMC concept is vital to education in Iowa					
M T A	3.	The money spent on the AEAMC would be better spent to improve library media programs in individual schools					
M T A	4.	The AEAMC staff is helpful when I request their assistance					
M T A	5.	The AEAMC advisory committee receives my comments and reactions concerning services and programs for the AEAMC					
T	6.	The AEAMC collection has many materials on my grade level					
T	7.	The AEAMC collection has materials on a wide variety of topics					
M T A	8.	I have an opportunity to evaluate the services of the AEAMC regularly					
M T A	9.	Consultative visits from AEAMC staff members are useful					
M T A	10.	The facilities at the AEAMC are adequate to meet the needs of their program					
M A	11.	The AEAMC staff work effectively with building library media specialist					
M T A	12.	The professional collection at the AEAMC meets my needs as an educator					
M T A	13.	I avoid using the services of the AEAMC					
M T A	14.	Complaints about AEAMC services or materials are handled with dispatch					
M T A	15.	The services of the AEAMC do not conflict with building library media services					
M T A	16.	Loan policies for AEAMC materials are fair					

USER SURVEY - SPECIFIC SERVICE - RATING SECTION

I. 16mm film evaluation*

Please check (✓) best answer

1. This film was:

_____ out of date
_____ somewhat dated
_____ fairly recent
_____ current

2. The information in this film was:

_____ misleading
_____ inaccurate in many places
_____ mostly accurate
_____ accurate

3. This film is in:

_____ poor condition
_____ fair condition
_____ acceptable condition
_____ excellent condition

4. This film was:

_____ not the film I ordered
_____ the right film

5. This film:

_____ did not come on the day I scheduled it
_____ came on the day I scheduled it

6. This film:

_____ did not teach what I hoped it would
_____ taught only partially what I hoped it would
_____ taught fairly well what I had hoped it would
_____ did an excellent job of teaching what I had hoped it would

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*This form could be used for any medium.

TECHNIQUE NO. 1

Tally Sheet

I. The tally sheet tabulates:

--Data which indicate who is requesting or receiving service or materials

--Data which indicate type of material or topic requested or received

A. This data may be incorporated into the AEAMC request forms if such information is easy to collect or takes a minimum of user time to complete.

B. Tally Sheets should be developed using the categories in the evaluation instrument. This will facilitate record keeping.

Media Request Form

_____ media specialist
_____ elementary teacher
_____ secondary teacher
_____ administrator
_____ student
_____ other
please specify.

Production Request Date _____

_____ printing
_____ dry mounting
_____ laminating
_____ photography
_____ sign production

II. If complete data collection would take an unusual amount of time (thereby costing an unacceptable loss of administrative or clerical time) randomly selected days could be chosen for in-depth data collection. Measurements on random days must be

1. exact or
2. substantiated estimates (i.e., since all teacher requests from a given school are submitted by the media specialist, one can infer that requests from this media specialist are teacher requests and that teachers in this building are using AEAMC collection).

Enough evaluation days should be selected to bring consistency into figures, i.e., numbers of requests for a single day should not be abnormally low or high. Most booking clerks will recognize these abnormal days. Therefore, evaluation days should reflect average use and a "high" day should be matched with a "low" day.

Other Examples

Consultative Services Log
for 1-26-78
date

1. Workshop on dry mounting given to 20 elementary teachers at sample school

2. Met with sample school principal for 30 minutes to discuss format of IVC application

Tally by category

_____

_____

_____

Production Request Log
for 1-26-78
date

1. Printing request for principal at sample school for 150 outline maps of South America. Needed: 2-15-78

2. Transparencies of flow chart symbols requested by high school teacher at another school. Needed 2-2-78

Tally by category

_____

_____

TECHNIQUE NO. 2

Trained Observation

Trained observation is accomplished by a person who observes an activity or service recording required observations on a predetermined checklist. The rater must be capable of judging when a specific activity has taken place or the activity is of sufficient quality to receive a tally mark.

Observation is expensive in terms of time. In some cases only a professional will be able to properly observe an activity. In other instances, a volunteer or support person may receive a short orientation and be quite capable of handling an observational checklist.

Sample check lists:

Sophistication of Production

During the 30 minute period beginning _____ and ending _____, tally the sophistication of every item under production in the AEAMC.

___ low (quick and dirty)

___ fair

___ average

___ above average

___ high (elaborate process)

___ total number items rated

___ total number of separate projects under production during rating period

TECHNIQUE NO. 3

Materials Qualitative Assessment

Method 1

In order to assess a qualitative aspect of a collection (or segment of a collection), a random sample of materials should be selected from that collection and the evaluation instrument applied. To select a random sample, the evaluator must have a list of materials which is not arranged in a prejudiced order. For example, an alphabetical list is not prejudiced by age of materials (an accession list would be) quality, topic, etc. Using such a nonprejudiced list, every 5th, 10th, or 20th item may be selected for the sample. (Note: if the item sampled is one in a duplicated set, all duplicates of that title become a part of the sample.) Sample size should be manageable for the time allotted to the evaluation - perhaps no more than 25-100 titles. Each item in the sample is "tested" and evaluated on the intended scale by a knowledgeable individual. If a group of evaluators is used, their rating scales can be averaged. Multiple evaluations can be made using the same sample of materials. In this case, multiple judgments are desirable. The results of the evaluation for the sample are then generalized to the collection as a whole.

Example

MATERIAL QUALITY ASSESSMENT FORM

Tabulate your evaluative judgment for each item in the randomly selected sample on the following scales

Relevancy	Recency	Diversity	Duplication
____1 low	____1 low	____1 low	____1 low
____2	____2	____2	____2
____3	____3	____3	____3
____4 high	____4 high	____4 high	____4 high

Method 2

Another technique is to select at random a topical request from a user at an appropriate time. Interview the user concerning the materials supplied by the AEAMC to gather the needed information. (For information concerning "interviewing" see Technique 4.)

TECHNIQUE NO. 4

Interviews

Some information is more reliably obtained through direct interview. When this method is used, the information comes more directly and the evaluator should be able to see that the person understands exactly what is needed. However, interviews are more time consuming and may be biased by the interviewer. In addition, data gathered may be more difficult to reduce quantitative measures.

Interviews may be structured to the necessary evaluation scales or specific answers or the interviewee may be asked open ended questions. Structured interviews are easier to code than those which permit the interviewee to answer an open ended question. Those to be interviewed may be all persons in a potential user group (i.e. all first grade teachers), or a randomly chosen sample of intended users.

Questions in the interview should each lead to the evaluation objective, should be clear, and should not bias the response. Checks for honesty of the interviewee may be appropriate; however, this is difficult to build in.

Examples:

Interview Tabulation Sheet for
INFORMS Service

1. Why did you use the INFORMS service for this request?

Example of an open ended question

2. Why did you use INFORMS?

Example of a structured question

____ higher education class
____ other learning experience
____ research an educational problem
____ update a skill

TECHNIQUE NO. 5

Success/Failure Analysis

Users will often become nonusers if they fail to get service, or if the level of service which they do receive is below their expectations. A study of user expectations would be difficult and perhaps inaccurate since most users really accept only 100% delivery. The AEAMC staff should strive for this 100% level of success. However, this is not possible. In 1976-77 turndown rates for 16mm film requests throughout Iowa averaged 14%.

AEAMC staff in consultation with their advisory committee should attempt to establish an "acceptable" failure rate and analyze when they fall below what will be tolerated. An analysis is then made to determine what can be done to improve the service. Reasons for failure (or success) should be compiled using tally sheets (described in Technique No. 1). Tally sheets may be taken by hand (observation, interview or questionnaire) or the information may be gathered by electronic or other appropriate measures.

Failure Chart

16mm turndown analysis
5-12-78

___ already in use
___ overdue from previous use
___ temporarily out of circulation
___ scheduled for use before print could be
___ circulated again
___ print not in and no suitable substitute exists

Success Chart

Production
5-12-78

65 items	printing
14	dry mounting
16	laminating
46 slides duplicated	photography
29 play posters	sign production

TECHNIQUE NO. 6

Before/After Measurers

Almost any technique may be used in a measure-treatment-remeasure analysis. Various treatments can be tested in this manner to determine the most effective treatment for the improvement of a specific activity. Care should be taken that the measure selected will really measure the effect of the treatment if it does make a difference.

Example:

Which PR technique produces the greatest circulation increase?

Circulation Count before	Treatment	Circulation Count after	% increase (+) or % decrease (-)
_____	newsletter, announcement	_____	_____
_____	supplementary catalog distribution	_____	_____
_____	media talks in individual school buildings	_____	_____
_____	group orientation at AEAMC	_____	_____

TECHNIQUE NO. 7

Inflation/Deflation Index

A breakdown over time of inflation/deflation rates for budgetary categories such as materials or transportation, can be very useful in preparing constant dollar budgets. In order to calculate inflation/deflation rates, a constant unit of measure must be selected and measured against the cost of the same unit the previous year or against the base year.

Example:

Inflation/Deflation Index

16mm film	77	78	79
A. total number of feet of film purchased			
B. total dollars expended			
C. film cost per foot*			
Inflation (+)/Deflation(-) percentage over previous year			

*to calculate cost per foot divide B (total dollars) by A (total number of feet purchased)

TECHNIQUE NO. 8

Data Collection

Data can be collected using a wide variety of techniques: interviews, observations, frequency counts, circulation statistics and many others. Data are most often collected by individuals in school systems and regional centers. However, in some locations various mechanical devices can be employed to measure some activities automatically, e.g. time devices which will measure running time of equipment, tally counters which will measure numbers of persons through a turnstile, odometers which measure mileage on the delivery van, and microprocessers which measure number of film circulations. Care should be taken that the device measures what it is intended to measure. The turnstile at the door may measure all clients, but it may also tabulate staff as they go and return from lunch.

TECHNIQUE NO. 9

Questionnaires

Questionnaires are a frequently used method to collect data because they seem to be easy to prepare, distribute and tabulate. They appeal to the respondent who will have time to prepare and, if desired, revise answers.

If it is decided that the needed information can be most effeciently secured through a questionnaire, the following suggestions should help prepare the questions.

1. Make the questions clear and as free from different interpretations as possible. (Pretest all questions to determine if they are clear. If not, reword.)

2. Provide careful directions to the respondent as to how to complete the form and report the answers.

3. Define all technical terms.

4. Whenever possible, offer a set of possible answers.

TECHNIQUE NO. 10

Case Studies

A case study may be employed to look for a wide variety of items to be evaluated. It is a "slice of life" in the daily service program of the AEAMC. For example, a person may follow a single topical request for materials beginning in the classroom where a need arises, through the ordering process, to the AEAMC and the filling process, back to the school, through use in the classroom, and material returned to the AEAMC. Obviously, a case study is expensive in terms of time, but its strength is its total continuity in a real life situation.

The person conducting a case study prepares for the task by assembling a checklist of desired activities to observe and rate. The evaluator should also be alert to experiences not on the checklist which would be relevant to the evaluation. The resulting report should be a combination of narrative and rating sheets.

TECHNIQUE NO. 11

Relevance

When any group of materials has been collected for a user, it is beneficial to evaluate which materials have been useful and which have been of peripheral or no value. Such a measurement will help gear future attempts to extract materials from the collection. Either in an interview, or questionnaire accompanying the materials, the user can indicate which have been useful and which have not. The user could be given a list of the materials drawn and could rate each item.

Evaluation

The following is a list of materials supplied to you by your request. Would you please assist the AEAMC staff by rating each item on the following scale:

0 - not relevant
1 - of peripheral value
2 - of some value
3 - good
4 - exactly what was needed

_____ Charlotte's Web

_____ A Wind in the Willows

_____ The Hobbit

_____ Treasure Island

etc.

TECHNIQUE NO. 12

Consensus/Discrepancy Analysis

The testing of perceived consensus/discrepancy can be very valuable in evaluating AEAMC services. "Perceptions" often count as much as "reality." For example, an AEAMC's success rate for the delivery of materials to teachers may be 99% of the time, but teacher Brown got three wrong deliveries last year, and thinking that the delivery service is very poor, becomes a nonuser. Superintendent Jones visited the AEAMC director twice last year. Both times, the director was previewing a film. Superintendent Jones thinks that all the director does is preview films.

Multiple perceptions by two or more individuals are recorded on a questionnaire/interview/observation checklist and charted for comparison. Sample comparison from questionnaire data:

	AEAMC Staff Rating	AEAMC Mean (Average) Rating	Teacher Mean (Average) Rating	Teachers Rating
Item 1	3 5 1	3.0	agreement 2.6	5 4 1 1 5 1 1
Item 2	1 1 1	1.0	disagreement* 4.9	5 5 5 4 5 5 5
Item 3	5 5 5	5.0	disagreement* 2.4	1 2 5 1 2 5 1

EXPLANATION

If ratings are less than .5 difference, they indicate agreement. If ratings are more than .5 difference, they would indicate disagreement. The evaluator should try to determine why the ratings are so different. It may be the respondent did not understand the question, is a nonuser or is belligerent.

TECHNIQUE NO. 13

Recall*

When a specific request is made for materials by topic, the AEAMC staff may send materials which they feel will fill the request. A fourth grade teacher, for example, may ask for materials on birds. Recall is a judgment concerning the AEAMC indexes' effectiveness, or the retrieval skills of the AEAMC staff. Have all the relevant materials been pulled? This judgment must be made by a person other than the one who originally filled the request but who is very familiar with the collection.

One procedure might be as follows:

1. A staff member fills a request and lists the indexes used and the subject headings used to fill the request.
2. The staff then lists any other approaches used to find materials for the request.
3. The evaluator then analyzes the approach used by the staff member to answer such questions:

    1. Were the correct subject headings used in the search?
    2. Were there other headings that could have provided relevant materials?
    3. Were other approaches effective in locating materials?
    4. What materials are still in the collection that were not pulled? Why weren't they pulled? What indexing deficiencies prevented their being pulled by the staff member? Should these deficiencies be considered in policy decisions? Should staff training be done for more effective retrieval?

*Recall is the ability of indexes, card or printed catalogs and staff workers to retrieve all possible materials from the collection on a single topic.